R E P O R T R E S U M E S

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THIS DOCUMENT PROVIDES A DESCRIPTIVE SURVEY OF PROJECT HEAD START ACTIVITIES IN DENVER, COLORADO. THE PRIMARY EDUCATIONAL OBJECTIVES OF THE PROGRAM ARE CITED AS (1) CONCEPT DEVELOPMENT THROUGH EXPERIENCES IN AN ENLARGED ENVIRONMENT, (2) SELF-CONCEPT DEVELOPMENT THROUGH SUCCESSFUL INTERACTION WITH TEACHERS AND WITH PEERS, AND (3) THE DEVELOPMENT OF LANGUAGE FACILITY. THE ROLES OF TEACHERS AND TEACHER AIDES AND THE OPPORTUNITIES FOR STAFF SELF-EVALUATION AND SELF-IMPROVEMENT ARE DESCRIBED. SUPPLEMENTARY SERVICES AVAILABLE TO PROGRAM PARTICIPANTS ARE ENUMERATED AS (1) SPEECH THERAPY, (2) MEDICAL AND DENTAL SERVICES, (3) PSYCHOLOGICAL SERVICES, AND (4) SOCIAL SERVICES. A DESCRIPTION IS PROVIDED OF THE NUTRITION PROGRAM WHICH IS OPERATED IN THE 41 DENVER HEAD START CENTERS. THE RECRUITMENT OF VOLUNTEER WORKERS AND THE IMPORTANT FUNCTION OF VOLUNTEERS IN THE OVERALL PROGRAM ARE CONSIDERED. THE ACHIEVEMENTS OF THE DENVER PROGRAM OF PARENTAL INVOLVEMENT ARE ENUMERATED, AND A UNIQUE CAMPING PROGRAM FOR PARENTS IS DESCRIBED. THE FINAL SECTION OF THIS DOCUMENT IS CONCERNED WITH THE FUTURE OF HEAD START IN DENVER. THREE APPENDIXES CONTAIN ELIGIBILITY GUIDELINES FOR HEAD START PARTICIPATION AND LISTINGS OF COORDINATING STAFF MEMBERS AND OF DENVER DELEGATE AGENCIES AND PROGRAM CENTERS. (JS)

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DENVER HEAD START

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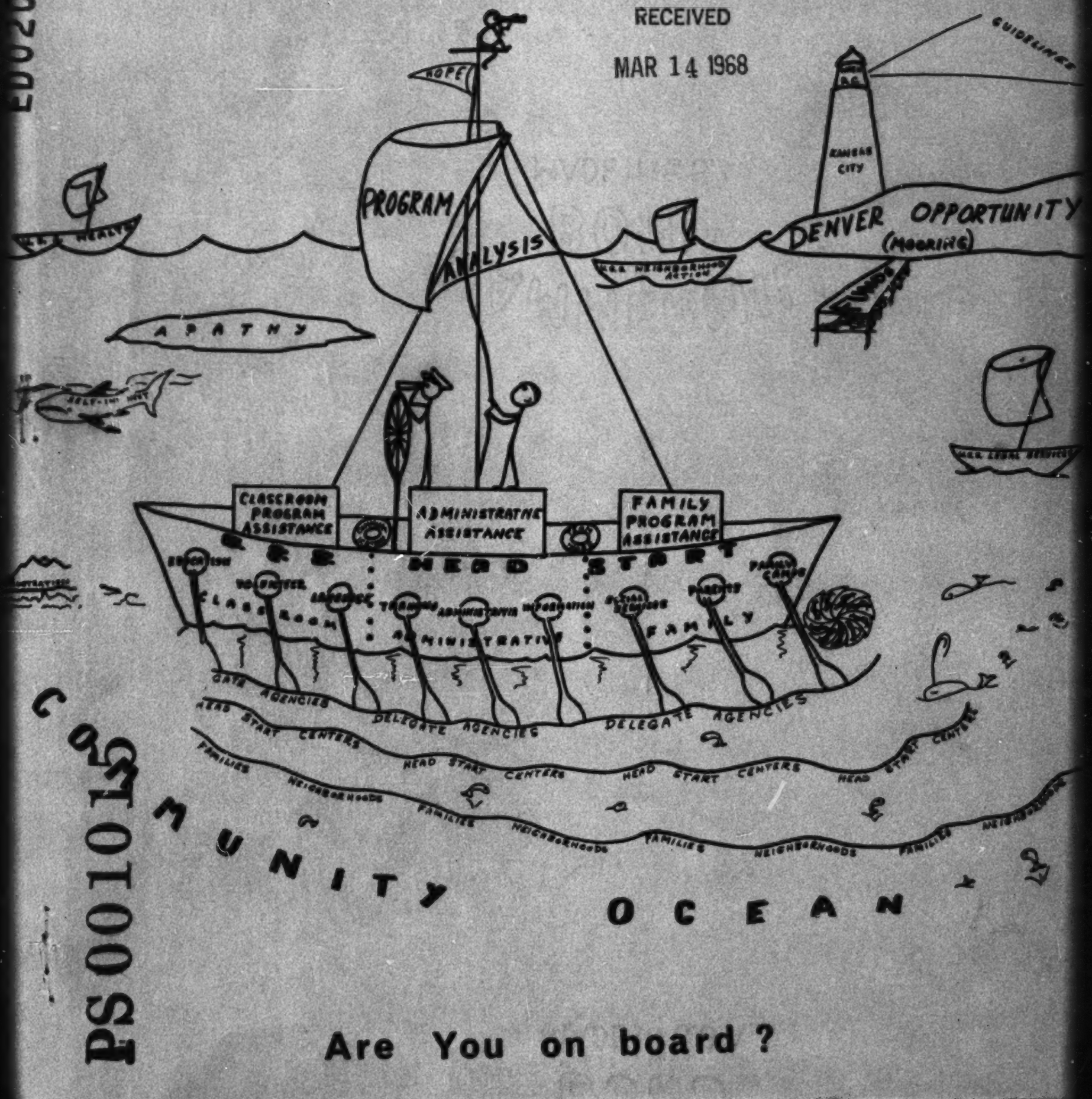

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Denver Head Start MAKING WAVES

Introduction

Chances are, you already know something about Head Start---at least that it is part of the nationwide war on poverty (launched locally by an organization by that name, now called Denver Opportunity) and is, specifically that part of the "war" which prepares disadvantaged preschoolers for kindergarten. "Disadvantaged" is not an exclusive word. Any child, whether he is poor or affluent, who is at a disadvantage when he enters kindergarten, is disadvantaged. The word encompasses that child who lacks exposure to good language, to the first-hand experiences most children take for granted, or the child who is emotionally insecure. Such children can be found (and are) at all economic levels. However, since income is the simplest measurement of "disadvantaged", this yardstick is, at the present time, the criteria used to select at least 90% of the children in Head Start (see Income Guidelines, page 18). One out of ten children in Head Start may be from an "over income" family, a provision which allows classroom quotas to be filled in sparsely populated areas.

That the kindergarten concept should be succeeded by that of early childhood (preschool) programs, in the educational scheme, is not surprising when conclusive research findings tell us human development is proportionately greatest in the early years of life. During those formative years, a child's ideas about himself, his family, the world and his place in it, form the bases for his future success or failure--just as surely as the young branches of an elm suggest the direction they will grow and the future shape of the whole tree.

The focus of Head Start on these crucial years is preventive in that many of the poverty-associated ills that have traditionally passed from one generation to the next are warded off by involving parents in constructive action to make life better and to break the poverty cycle. The application of the best professional techniques available to the child's total environment (family and community) is an important, new dimension in education, and it is the challenge of Head Start.

If, beyond these general remarks, your ideas about this fast-growing operation become fuzzy, it may be because Head Start programs are as diverse in character and size as the many rural and urban communities they serve. Each responds, like governments, to the special needs, resources, and desires of its citizenry.

This is why, despite the national aims and guidelines of Head Start, subscribed to by all programs in all communities, Denver's operation is unique to and characteristic of Denver. This is also why the following narration is confined to our local program, recognizing both that it doesn't tell the whole story and that Denver is only one of many cities where Head Start is "making waves."

Educational Goals

Where the action is

To understand the what of Head Start, one must go to the classroom. In Denver there are 41 centers at which 88 classes are held daily, one in the morning and one in the afternoon. Each class consists of from 15 to 20 children (depending upon space) and has a separate staff, including a teacher, teacher aide and one or two volunteers (depending upon the number of children.)

Of these children, it has been said by Denver kindergarten teachers who pick up where Head Start leaves off, that they are "worldly" when they enter the public schools, already familiar with many of the tasks presented to them.

Worldliness, if it means greater experience with the world about us, is one of the aims of Early Childhood Development (Head Start) classrooms. "Getting to know you," as the song goes, is what Head Start is about--getting to know all about zoos, airports, teachers, books, school, people and places around the Center, and each other. Through classroom and community (field trips) activities, children form concepts about their surroundings and themselves.

A concept is merely the sum total of our ideas about a particular thing. For instance, "greech" could be a word, but if we had not seen, smelled, heard or tasted a "greech," nor engaged in "greeching," we would not be able to respond to it. We need some background ideas, a concept about it, first. The same thing is true for a child who has never seen the miracle of a jet take-off, or experienced the warmth of having a "true friend," or loved a book. The more a child knows and feels about jets, friendships and books, the more readily he can talk about them, an important consideration when he starts school where language facility is a prerequisite to success in all learning (see Language Development, page 8).

The Headstarter is therefore bombarded with varied experiences which, in turn, give to him the sophistication of "having been there," and further spark his interest in the adventurous aspects of learning. Some such experiences take the children out of the classroom to the library, to such special events as the Petting Zoo which came to Denver last year, the

dinosaur exhibit this year, or perhaps to a local construction site.

While field trips are frequent, most of the learning goes on in the Center where the staff seeks to give each child opportunities to make decisions and discoveries, to express his feelings in acceptable ways and, through such experiences, to feel confidence in himself and others.

Teaching the teacher

The giving of values, of course, is not a one-way street. Though children have been teaching their teachers since the beginning of formal education, this phenomenon is even more accentuated in Head Start where new knowledge about disadvantaged preschoolers has led to methods no less revolutionary than the Head Start philosophy itself.

The smaller child, for instance, whose personal needs are greater, demands especially personalized education which rules out the lining-up, sitting-up-straight, standing-in-rows approach forced upon many public school classrooms by sheer force of numbers.

The Head Start teacher takes each child where he finds him and proceeds to help him grow, creating for the child the comfortable feeling that he is in the "right place" at the "right time." Since intellectual growth is founded on the positive attitude a child holds toward himself, the teacher begins by helping him succeed in as many ways as possible. This process is helped by the chain reaction inherent in success; e.g., a child learns when making himself understood or when sharing a tricycle, that he can speak plainly and that he can be a pretty good guy.

The "can do" climate is further promoted by allowing children a free choice, occasionally, in how they spend their time. This means several activities may be going on simultaneously, a circumstance which requires the arrangement of every classroom into a number of activity areas. A child may dramatize his family life in the playhouse area; respond to music, art, stories or records in another corner, or build bridges with blocks in still another. Or he can make like Tarzan outdoors, while building muscle control on jungle gyms, barrels, and other playground equipment.

To give children these personalized and small group activities requires a ratio of one adult to every five children. The teacher and his classroom therefore, become the nucleus of a rather large team consisting of the teacher aide, one or two volunteers, and the professional consultants who visit his center and with whom he confers on a regular basis: the social worker, language specialist, psychologist, parent program aide

and, more recently, the "visiting teachers" who, because of their special skills and experience, have been assigned to newer teachers in order to share these skills (see Staff Development, page 14).

It is no wonder then, that a Head Start teacher, many times with years of public school experience under his belt, is apt to find himself "practice teaching" again, in order to apply his craft more effectively to the focus on individual, rather than group, needs, and on the concept of team teaching.

While the Head Teacher is constantly developing new techniques in early childhood education, the second team member, the teacher's aide, is getting on-the-job training in applying those methods already established.

A new kind of VIP

The teacher aide is an aid in the neighborhood as well as in the classroom sense. A resident of the Center neighborhood herself, she is often one of the Head Start mothers. This combination of circumstances gives her a unique edge in communications between classroom and parents. Familiarity with the children in the locality can allay the fears a child may have in a new, sometimes frightening, situation. Her informal contacts with parents who come to the classroom bolster the close relationship between class and community.

The teacher aides like their jobs--so much so, that many aides express a desire to become full-fledged teachers. It is gratifying to note that several former aides have met the requirements of the recently drawn Teacher Rating Scale for professional upgrading in the Denver program and are presently performing as Head Teachers.

Still other aides are being sought by the Denver Public Schools for their assistance in bringing into the local kindergartens some Head Start techniques that will help the children to continue their individualized learning. An aide can be especially valuable to the school in her neighborhood by virtue of having already established rapport with parents of the Head Start children in her Center.

An indispensable member of the Head Start team is the parent who, in concert with other parents, meets and plans and acts within both the Center and city-wide framework.

Parent Involvement

The backbone of Head Start

Mother and Dad, and neighborhoods, are the most influential, enduring teachers in a child's life. On the parents, therefore, and the neighborhoods they create, depend the continued growth--or interruption--ofthe skills and values children learn in Head Start.

The kind of parent involvement dreamed about in many Head Start programs is a reality in Denver, where the achievements of parents are staggering. Through city-wide action begun at the Center level, they have effected such changes as improving the quality of meals served the children, installation of telephones in 18 centers where none existed (for accident and other safety purposes), brought about an adult tutorial program for parents wishing to complete their high school degrees, and a manpower program to enhance job training and job development possibilities.

All this came about because the typical Head Start parent wants more for hischild than survival, bread and board, important as these may be. He wants him to enjoy equal opportunities in health, education and jobs. For himself, he wants the right to help decide what will happen to himself and his children.

This last was dramatically demonstrated not so long ago by one of the parent groups who had read a news story about a particularly discouraging piece of research regarding Head Start, research which pointed out that the gains made by Head Start children were lost during their kindergarten year in a matter of months. Concluding from this that the problem was lack of follow-through in the public schools, these mothers visited their neighborhood elementary school and, upon referral, the Denver Public Schools administration office, to discuss ways in which they could help the schools preserve what had been achieved by their children.

In this kind of concern for their children, the parent program aide plays an important part, his job being that of spurring parent involvement in Head Start and other community affairs. One such person in every center, resident of that (or a similar) neighborhood, serves as the link between the Center and neighborhood, Center and parents. His identification in that locale and his ability to "speak the language" of his neighbors make it possible for him to ferret out problems and possibilities for solutions which might not otherwise be known. He is an "aide" to the parents--a resource person, and one who can help them to identify needs, express them, and fix on a course of action to solve them.

Work projects that develop around improvements in the Center can be a motivating force in parent involvement, because of the satisfaction to be derived from new curtains or a new paint job. But the larger goal of community leadership and responsibility geared toward effecting community change is achieved through more meaningful action, such as voter education and consumer education. The parents give voice to their needs and wishes through the city-wide Parent Council, and those of their number who serve on the various policy-making bodies, enable parents to have a hand in upgrading the various aspects of the program in which they see need for change.

Such tasks, however, do nct take precedence over the re-creation needed to renew energies and to have fun. Baseball, volleyball and bowling teams challenge one another through the parent newsletter, "The Chatterbox." (A bowling alley was donated free one night a week along with on-the-spot child care, to Head Start parents.) The idea of fun as a motivating force in parent involvement evolved into a summer camping program for Head Start families in the summer of 1965 (see Camp Headstart, page 13).

Going above and beyond the call of duty are those parents who serve in the classrooms as volunteers. Because the Head Start program is so much more than preparing paint and materials and is directed to intensive work with each child, volunteers from both parent and community sources are in demand.

Volunteer Services

An affair with the community

Unlike VISTA and Peace Corp volunteers, Head Start volunteers receive no pay. Their work, therefore, represents no more to them than a wish to turn into action a devotion to children. To Denver Head Start, however, the volunteer represents the bulk of the 20 percent "in-kind" contribution from the community required by the Office of Ecomonic Opportunity (OEO) for federal funding. For every $8 of federal money, Denver must come up with $2. Thus, while volunteer time (in the Centers) means personal reward to the giver, his time and talent, together with donated facilities, buses and the like, are counted in the dollars and cents that add up to a Head Start program.

Since the very existence of the program is dependent on the generosity of these individuals, their recruitment and training is planned by a volunteer coordinator assisted by a steering committee composed of working Head Start volunteers and prominent citizens of Denver active in community service. To this end, arrangements have been made with various news media to publicize the need of Head Start children and other integral parts of the

Head Start program which could not be possible without many hours of volunteer time from the community. (Over 100 volunteers are actively engaged in tutorial programs set up to help Head Start parents raise the curtain on new educational and employment possibilities for themselves while the Head Start family camps each summer are almost entirely supported by volunteers (see page 13). Recruitment of volunteers through news sources has been supplemented by a speakers bureau made up of the steering committee members who explain, by invitation, the how and why of Head Start to interested organizations in Denver.

By carrying on this continuous "affair" with Denverites, Head Start hopes to eventually staff all the Centers with the number of volunteers needed to meet the desired ratio of one adult to five children. (Interested persons may contact the Volunteer Coordinator in the DO Head Start office (see "Coordinating Staff", page 17), for a volunteer application.

Who cares?

Nearly 700 people care enough to give a half-day or more a week to classroom work. Most of them are women, but the minority of men provide a much-needed male image for children of fatherless homes. For example, policemen who previously drove past, now stop at the Centers to help, in a small way, to fill this great need for men, but they help as well to change attitudes toward policemen.

An increasing number of this army are those parent volunteers who are able to arrange care for other children in the home, but there is no one kind of volunteer. High school students volunteer, as do college students, scout troops, off-duty airline stewardesses, retired businessmen, grandparents who are old in years but young enough in mind to care about the youngest generation, and a host of other people.

The volunteer is not always the person who is financially well off, though he is among them; if there is one thing they have in common, it is the will to share what they have with small children.

Sharing is possible without ever seeing the inside of a Head Start Center as is demonstrated by still another group who express their good will through donating materials and equipment for use in classroom and parent programs. Donated clothes, for example, are given to the Centers to be incorporated in parent-sponsored programs, such as rummage sales. This tactic is used so as not to perpetuate the hand-out system of charity, so detrimental to human dignity.

Probably the most important function of the classroom volunteer worker is his willingness to be that extra person who

listens and responds to what children say, the key to social and verbal growth and the development of positive self-esteem in children.

Language Program

Exchanging Words

What in an older child may be diagnosed as a speech handicap, is more often simply immature speech in a preschooler, many of whom are just now developing their speech patterns. Immature speech usually corrects itself as the child grows older and learns to articulate the more difficult sounds. Teachers are helped by the language consultants to distinguish between immature speech and speech disorders. Serious stuttering, faulty articulation which renders speech incomprehensible, and delayed speech are among the problems requiring intensive therapy, which is provided weekly in the Center by trained speech therapists, now called language developers.

Still other problems are related to inadequate exposure to either thought-building experiences or correct English language (especially where English is a secondary language in the home or not spoken at all). For these children, therapy is sometimes a matter of more people around to listen to them practice the art of talking. Adults in the program are sensitive to their role as models of good speech, and serve as cushiony backboards for a child's speech, reflecting the right speech, without drawing undue attention to a child's mistakes.

The number of children who, through inexperience, have problems with language, as opposed to those with "speech and hearing" problems, has brought about a more comprehensive program of Language Development to fill the gap that now exists in the field of speech and hearing, per se.

Because children must be able to hear, to know what they are saying, a simple screening test for hearing is given all children by staff and volunteer parents who are trained to administer the test. Those children with hearing problems are referred for corrective treatment, only one of many treatments in a program where all facets of child health are promoted.

Health Services

Although the focus of Head Start is on education and parent involvement, Denver's motto is that, "no child can have a head start without a healthy start."* It is, therefore, the aim of

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*W.A. Peters, "A Healthy Head Start," Denver Head Start (mimeographed).

the Head Start program to see that each child develops physically and emotionally as well as intellectually, to his greatest potential. The variety of health services and the numbers of people and institutions enlisted to perform them reflect the complexity of a child's personal and physical makeup. The broad concept of health goes beyond the mere provision of medical care, but it does begin there early in the program year, to rule out physical problems.

A healthy start

"The extent of the health needs of Denver's poverty population was indicated in 1965 when Head Start examinations revealed that only 17 percent of the five-year-olds enrolled had polio and diphteria-tetanus immunizations which were up to date."* To correct this situation, Head Start has joined forces with another federally funded project, Child Health in Lower-Income Denver (Project CHILD), to bring comprehensive, first-class medical care free to every Head Start family. CHILD is the recent plan to provide neighborhood health centers and outlying health stations throughout the poverty-designated target areas in Denver. As the network of health centers and stations branch out, CHILD will eventually absorb all costs for medical health for Head Start children, at the same time bringing care closer to them.

That the nearness of help is no small deterrent to health problems is well known to the four nurses in the Head Start program.

The Roving Nurse

Employed by the Visiting Nurse Service, Head Start nurses cover all centers for a part of each day. This roving-nurse arrangement allows for the prompt treatment of health problems that arise during school time, and insures that during the course of the year, each Head Start child has complete medical and dental attention.

It is fitting that the Head Start nurse is trained in public health, because so much of her work is with the public. As health educator, she gives hygiene information to children daily during her routine contacts with them, explaining for instance, that the toothbrush should go up and down, not across, what the bandaid is for, etc. She is in demand at parent meetings where interest in health has always run high.

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*Denver Department of Health and Hospitals, "Denver's Neighborhood Health Program" (mimeographed), page 1.

Time to provide health education for parents was made possible by the addition of four health aides who free the nurse from such time-consuming and routine semi-clerical chores as making and following-up on medical and dental appointments. We hasten to add that, while following-up appointments is time-consuming, it too is part of health education. Keeping appointments can seem an overwhelming task for a family that has lived on a crisis-to-crisis basis and involves the substituting of old habits for new ones. Parents often need help to change these deeply-ingrained patterns of life.

Health records are the responsibility of the nurse, who sees that they are accurate, up-to-date, and complete when they are passed on to the public and parochial schools who are responsible for the child's health after he leaves Head Start. The records include results of the general examination at which the child, accompanied by parent or guardian, is weighed and measured for growth, screened for vision, given 3 medical tests, 6 important immunization shots, and any treatment consequent to this initial visit. The health record reflects the dental picture as well.

War on cavities

We have no research data on whether Head Start children have more or fewer cavities than non-Head Start children but, since all youngsters gravitate to candy and soda, results would probably be the same. At any rate, it is the job of about 300 private dentists located throughout Denver, to see that bad teeth are either rescued or, if not restorable, extracted. Dental services (like all others in Head Start) are free to children, as is the dental information and education given to the parent while his child recieves "in-chair" treatment. This includes, besides the initial examination, cleaning, filling, extracting, steel crowns--whatever is needed to promote dental health.

Not unrelated to dental health is the nutritional content of food consumed by the children during the mid-class snack periods, and the hot lunch served at the end of each morning and beginning of each afternoon class period.

Nutrition Program

Talking up food

The hot lunches delivered to the Centers include such "ethnic" foods as chop suey, tamales and veal cacciatore, as well as the standard fare. The idea is not so much to create gourmet tastes (though it is hoped such exposure will develop a liking for unfamiliar foods), as to enlarge the mealtime experience.

The menus are a product of the combined experience of the caterer in mass transporting of food (he knows which items travel well and which do not), and the nutrition advisory committee, who makes sure the menus are varied and nutritionally up to standard. All meals are prepared and delivered by a local catering service with the exception of those served at one facility where a well-equipped kitchen makes possible meal preparation within the Center.

The nutrition program does not end with getting the food on the table. Mealtime is a period when close communion exists among the children and teaching staff who eat with the class. Full advantage is taken of lunch and snack periods to "talk up" the menu, with a view toward encouraging interest and appetite, and a longer view toward the development of social and verbal skills. Food does not <u>dominate</u> mealtime conversation (there is a limit to how much one can say--or hear--about lima beans or lettuce) but leads to other important matters children may wish to talk about. Presumably because food means security to many children, they can often be more easily reached during this time than at any other.

While children of this age have some rudimentary ideas about table manners, most of them, in Head Start and out, are still pretty unpolished in this area. Here, the teaching staff can demonstrate, simply by eating, which are finger foods, which are eaten with a fork, how to win out over the spaghetti, and so on. Teachers and teacher aides are required to eat with the children; volunteers, while not required to, often do. Arrangements for additional food are made ahead of time, if others are to eat at a center. This may be a social worker, a visiting teacher or one of the psychological consultants.

Psychological Services

<u>Accenting positives</u>

On the assumption that every child can become more effective in his ability to learn, create, explore, socialize and achieve more control over himself, the psychologists in Head Start have abandoned the "mental illness" model, wherein a child is referred, diagnosed, and treated. Rather, they spend their time right in the classroom working with all the children, but particularly with those who seem less able to profit from their Head Start experience than the others.

For example, when Susie sits over in the corner and does not interact with the children for the first month of Head Start, the psychologist, teacher and teacher aide observe her, work with her and attempt to discover why she is so withdrawn. The information the psychologist gets about Susie through observation, playing with her and perhaps testing her is put together with information the teacher has and observations the social worker might

have made about the home situation, in order to reach an understanding as to how Susie might be helped to profit more from her Head Start experience. If one approach does not work, the psychologist is still at the Center, on the team, and continues to help with ideas about new approaches the staff might use with Susie.

Using psychological skills in the classroom is a new idea, and examplifies a trend away from the traditional in all professions involved with Head Start. No exception to this trend is the social services worker, whose image has evolved from the family-oriented to the community-oriented problem-solver in Head Start.

Social Services

Putting "soul" in social work

The Head Start social worker is a "practical worker," whose job it is to find sound, practical solutions to family problems. His insight and course of action have been broadened by the knowledge that many problems originate in the neighborhood and demand neighborhood solutions.

To achieve a total picture of a Head Start child's family, and to build among parents community awareness and a sense of belonging to the neighborhood, it is essential that the social worker work closely with the parent program aide. The latter, guardian of the parent program, shares with the social worker the goal of community kinship that gives family services what we have called its soul, safeguarding these services in a way that the isolated-family approach cannot.

The social worker and parent program aide are co-workers in providing opportunities for group participation and parental influence on the Head Start operation and the community. Witness the following:

A conclusion was drawn by parents that the food prices in low-income areas, as opposed to other areas, were prohibitive. A city-wide comparison shopping project carried out by parent groups measured the differences in actual dollars and cents. Through this action parents were able to lay a finger on one of the reasons for their plight and to suggest solutions, one of which was wholesale buying by neighborhoods to bring relief from exhorbitant food costs. To such parent-sponsored projects, the social worker applies his problem-solving techniques, as well as to the family unit.

More specific services to the family include assessment of the family's functioning, obtaining emergency help, if needed, coordinating multiple services, counseling, helping families use

local resources, and drawing together a comprehensive picture of a child through knowledge about his family and neighborhood in a way that helps others to gain insight into the needs of a particular child.

Camp Headstart

If the services heretofore described are the ingredients in the Head Start cake, Camp Headstart must surely be the frosting. Its pleasurable aspect, however, does not detract from the ultimate value it has bestowed on the Head Start community.

Another kind of migrant

A need became apparent early in the history of Denver's Head Start to know, not only what was right about the program, but also what was wrong. To elicit both positive and adverse comments on the total program, from those most affected by it, a pilot project consisting of four weekend camps was planned in the summer of 1965, on the theory that removal from the urban scene might foster a detached view of the basically urban problems of Denver's Head Start program.

Another part of this evaluation plan was the recognition that "freedom from kids" would promote the relaxed atmosphere conducive to freedom of speech. (This was not difficult to achieve because guides to lead children in camping activities have always volunteered in droves, even though Camp Headstart has quadrupled in numbers since that summer. During the summer of 1967, 1900 persons were involved.) Thus, every summer weekend the rural-to-urban migration trend is reversed, and volunteer drivers in donated vehicles bus families chosen by lot, toward the mountains.

Because of the large in-kind figure in terms of volunteers (one to every four campers) and buses, the total cost in 1967 was approximately as much as one Head Start class of fifteen in operation for a year. The ratio of volunteers to campers provides a flow of activities which, while highly planned, remains relaxed and normal.

Parents are relieved of parental duties except at mealtime and bedtime. Their children occupied at other times with hiking and woodlore activities, parents can participate in hiking, singing, volleyball, crafts, softball, horseshoes or whatever else a particular campsite has to offer. Having fun breaks down communication barriers and gives vocal impetus to the evaluative part of the camp.

While material needs are furnished with Head Start funds (including such items as diet foods, cribs and disposable

diapers), it is the parents who bring ideas. Two hours of every weekend camp are devoted to small discussion groups led, in most instances, by parents who have gone to camp before. It is in this neutral setting that parents get down to the nitty-gritty of Head Start matters, and say what may have been bothering them for months.

Involvement in the camps does not always end there. Many parents who started here have gone on to contribute to center activities and other antipoverty programs, such as the Neighborhood Action Program which has organized headquarters in each of the five antipoverty target areas. Some of the earliest camp participants served later on the Denver Opportunity Board of Directors. It is safe to say that the motivational force of these camps is largely responsible for the wide acclaim won by the Denver Head Start parent program.

The informal approach of Camp Headstart has influenced the more formal kind of soul-searching found in the Staff Development program, which also migrates from time to time, seeking new and better ways to achieve its goals.

Staff Development

A look in the mirror

When a big operation looms into existence as quickly and as revolutionary in concept as Head Start, there tends to be a pile-up of questions while staff members struggle to harmonize their attitudes and modes of operation with the goals and guidelines of the program.

The need for answers resulted in several forms of staff development: individual consultation with teachers, for example, was met by the educational consultant and the "visiting teacher" service, to insure proper translation of guidelines into actual teaching practices. Staff training occurs in the form of workshops, consultation in the field, written material, OEO-sponsored training programs in area colleges and in local and out-of-town conferences.

Important to the future quality of Head Start personnel was the formation of a Career Development Committee, composed in equal numbers of professional and non-professional Head Start employees, to plan training opportunities and provide academic counseling for the whole staff. From this planning evolved a consortium of colleges (Metropolitan State College, Adams State College, and Colorado State University) which developed and is conducting a program to provide pertinent courses and scholarships for Head Start employees. Since the planned curriculum for a major in early childhood education includes much practical field work, paid work by the staff in Head Start coincide, at

least in part, with obtaining academic credit under a teacher trainer. Non-classroom personnel can use these various scholarships to pursue careers in Family Development, Community Organization, or whatever else might be of interest and value to them.

To meet still another need, to coordinate the whole program at all levels, the total staff of 350 persons convene with professional consultants to solve specific problems, delineate job responsibilities and, virtually, look at themselves in the mirror. Meeting first en masse, then breaking up into groups, the various disciplines, alone or with others on the team, question themselves and each other about mechanics, expectations, etc., relative to their jobs.

Through these several ways, problems are solved and sometimes prevented. Some issues become embroiled in heated argument, having to be tabled til next time; but out of such struggles Head Start has developed a new self-confidence, a steadier hand in its affairs, and a clearer eye about the future.

The Future

Where to from here?

The seascape on the front cover relates Head Start to the community, to the national and regional offices of Economic Opportunity from which Head Start funds are derived, and to Denver Opportunity. It also describes a certain relationship of Head Start with the future, in that it pinpoints some of the obstacles and resources upon which that future depends. But nothing can describe the shape of Head Start's future, because nothing about community action is predictable except the certainty of change. Even as you read this, Head Start will be on the crest of another wave.

Much of the change goes on in the delegate agencies who actually run the Center programs. Because Head Start guidelines are broad in concept, these agencies enjoy considerable elbow room in which to exercise their individuality. This is important because it has led to such innovative features as Special Centers developed by two of these agencies for those Head Start children unable to cope with the usual Head Start experience; the built-in food program pioneered by another which could serve as a model for other agencies wishing to embark on a similar venture; and the drop-in babysitting pilot program in still another agency, whose experience in this area can pave the way for other child-care programs. (The latter was conceived for the purpose of enabling Head Start parents to enjoy fuller participation in parent-sponsored classes and activities.) Page 19 names the seven delegate agencies in Denver and the Head Start centers operated by each.

While the action is concentrated in the Centers, it originates in the Head Start Central Office, growing in strength and dimension as it filters out to the delegate agencies, Centers, and neighborhoods. Program coordinators (see page), working out of the Central Office, tie up loose ends and attempt to achieve uniformity of operational standards among the delegate agencies.

The Head Start central office also coordinates with Denver Opportunity and other community agencies in order to avoid duplication of some services, and to amplify others: The DO Neighborhood Action Centers serve as headquarters for the Manpower (employment) services to Head Start parents; the local Red Cross organization works with Head Start in training volunteers; and Head Start, in cooperation with other local groups, negotiates with the Denver Police-Community Relations Department to achieve a firm foundation for improving police-community relations. These are but a few instances of coordination forwarded by the Central Office.

But it is in the successfull coordination of Head Start with the public schools, and whether these two giants can effect a smooth transition from Head Start into kindergarten and the primary grades, that spells the life or death of Head Start. While the Office of Education (public schools), unlike OEO, has not traditionally been oriented toward neighborhood involvement, the Denver Public Schools are working closely with the DO-Head Start central staff to carry over some Head Start techniques into kindergarten classrooms.

An outgrowth of this cooperative effort is a Follow-Through Center for two kindergarten classes (one of which is composed of former Headstart children), providing a lab-school situation in which to apply and study follow-through techniques in kindergarten. The experience gained from this project will determine if and how to enlarge on this Follow-through Program.

While it is important to preserve these gains for the children, it is also vital that the grassroots democracy learned in the parent program be continued and expanded. The knowledge that Head Start parents take away with them--that decision-making can materialize into positive change--can revitalize the school's Parent-Teacher groups as more parents, prepared for dynamic, purposeful action, join their rolls.

Head Start has been likened to a skirmish in the "war on poverty." It was also referred to by Vice-President Hubert Humphrey as an "adventure in opportunity."* In our optimism, we prefer to think of Head Start as a <u>promise</u> to our youngest citizens, if not of peace and plenty, at least of a sporting chance to attain these conditions themselves. Whether the promise is kept in Denver will, of course, depend on the <u>people</u> of Denver. Knowing this, we are convinced that Head Start is in safe hands.

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*Hubert Humphrey. Speech at Platte Valley Action Center, Sept. 9, 1967

APPENDIX

HEAD START COORDINATING STAFF

Central Office: 810 14th Street, Room 502
PH: 297-2855

Name	Title
Dr. Joe Dodds	Director, Denver Head Start
Mr. Wendell A. Peters	Special Services Coordinator
Mr. Thomas F. Ryan	Special Evaluation Assistant
Mrs. Winona Graham	Education Coordinator
Mrs. Elizabeth Kester	Social Services Coordinator
Mrs. Edith R. Neil	Volunteer Coordinator
Mrs. Anne Eyre	Language Coordinator
Miss Peggy Canady	Parent Program Coordinator
Mrs. Barbara Sheldon	Language Consultant

Mrs. Helen Crennell, Head Start Nursing Services
Visiting Nurse Service
659 Cherokee Street PH: 244-6969 Ex.301

Dr. James Selkin, Psychological Services
2265 Ash Street PH: 333-4023

Dr. Jack Nassimbene, Head Start Dental Services
303 Josephine Street PH: 322-2252

Mrs. Reba Patrick, Head Start Nutrition Program
c/o Opportunity School
1250 Welton Street PH: 244-8899

Mr. Anthony (Tony) Augustine, Director, Head Start General Education Program
1731 E. 31st Street PH: 222-0085

Mr. Jack Clark, Supervisor Employment Specialists (Manpower Program for Head Start)
810 14th Street
Room 502 PH: 297-2855

Denver Head Start (City and County) PH: 297-2855

Colorado Head Start programs: Governor's office PH: 892-2471 or 892-2545

OEO Eligibility Guidelines (Head Start Man., Sept., 1967)

OEO has established a "poverty line" index for determining eligibility of children for Head Start. The chart below shows, by household size and levels of gross income, those families which are considered to fall below the poverty line.

Family Size	Non-Farm	Farm
1	$1,600	$1,100
2	2,000	1,400
3	2,500	1,700
4	3,200	2,200
5	3,800	2,600
6	4,200	3,000
7	4,700	3,300
8	5,300	3,700
9	5,800	4,000
10	6,300	4,400
11	6,800	4,700
12	7,300	5,100
13	7,800	5,400

Once a child is admitted to the program, he remains eligible until he enters school, unless the family income rises more than $3,000 above the poverty level.

Children from a family that is on welfare are considered eligible even though the family income may exceed the poverty line.

Children of military personnel are eligible for Head Start programs if all pay and allowances have been computed and the total amount is within the eligibility guidelines shown above.

The total family income to be used in determining the eligibility of new children in the program should be based on the prior calendar year, or the 12 months previous to enrollment, whichever most accurately describes the family's need.

At least 90% of the children to be enrolled in each class must be eligible under the family income standards described above.

All children from age three to five years are eligible for Head Start if their families meet the income eligibility guidelines.

HEAD START DELEGATE AGENCIES & PROGRAM CENTERS

*AURARIA COMMUNITY CENTER (Miss Mary Lou Morgan)	1212 Mariposa St	534-7614
Auraria Center	1200 Mariposa St	534-7614
Elati Center	228 Elati St.	722-4878
Therapeutic Center	1200 Mariposa St	534-7614
*CHILD OPPORTUNITY PROGRAM (Mrs Audrey Blackwell)	3385 Albion St	355-6174
Child Opportunity Center**	3385 Albion St	333-2029
*CHILDREN'S EDUCATIONAL FUND (Sr Rosemary Keegan)	1730 East 17th Ave	322-3546
Avondale Center	150C Irving St	534-2066
Bayaud Center	149 W. Bayaud St	777-9676
Congregational Center	666 King St	222-0468
Episcopal Center	26th & Williams St	623-2616
Guadalupe Hall	36th & Lipan St	455-9952
Johnson Center	4809 Race St	297-2771
Northside Center	3006 Zuni St	433-8349
Quitman Center	865 So Quitman St	935-8780
Simpson Center	3401 High St	825-6521
*CURTIS PARK COMMUNITY CENTER (Mrs LaVerne Brodnax)	2940 Curtis St	244-7423
Curtis Park Center*	2940 Curtis St	244-7423
St. Charles Center	38th & Lafayette St	825-6911
*DENVER PUBLIC SCHOOLS (Mrs Elvira Seibel)	1250 Welton St	244-8899
Arapahoe-Curtis Pk	1105 28th St	255-4742
Arapahoe-Curtis Pk	1188 26th St	255-4721
North Lincoln Pk	1418 Navajo St	255-4702
Platte Valley-Curtis Pk	1156-34th St	255-4704
Quigg Newton Homes	1234 W 46th Ave	477-5065
Quigg Newton Homes	4433 Mariposa St	477-5016
South Lincoln Pk	1017 Navajo St	255-4759
South Lincoln Pk	1201 W 10th Ave	255-4790
Stapleton Center	5115 N Lincoln St	255-4958
Stapleton Center	5160 N Sherman St	255-4962
Sun Valley-Las Casitas	920 Clay Way	255-4980
Sun Valley-Las Casitas	2881 W 10th Ave	255-4987
Sun Valley-Las Casitas	2919 W 11th Ave	255-5054
Sun Valley-Las Casitas	2944 W Holden Pl	255-4993
Westridge Homes	3513 W 13th Ave	255-5065
Westwood Homes	3395 W Kentucky Ave	935-2871
Westwood Homes	3447 W Kentucky Ave	935-4482
Valverde	1401 W Alameda	297-2751
*L.A.R.A.S.A. HEAD START (Mr Larry Marquez)	861 Galapago St	255-5588
Brentwood Center	2290 S Federal	935-9677
Inner-City Parish	910 Galapago St	244-0632
St John's Lutheran	300 Acoma St	777-8424
*UNITED FOR PROGRESS, INC (Mrs. Lenore Quick)	2015 E 26th Ave	255-4495
Denver Gospel Hall	32nd & Gilpin St	255-6495
Kiddie Kollege	2924 Columbine St	322-9216
Scott Center	2201 Ogden St	825-2426
Special Center	2015 E 26th Ave	255-4495
Warren Center	1630 E 14th Ave	333-2311
Zion-Pentecostal Center	2501 California St	255-8006

*Delegate Agencies

**Represents 4 child development classes; all other centers represent 2 classes.

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